

DOUGLAS ELEMENTARY

215 S.E. Diggs Road
Trenton, S.C. 29847

GRADES K-5 Elementary School

ENROLLMENT 243 Students

PRINCIPAL Sammie L. Williams 803-275-1752

SUPERINTENDENT Dr. Sharon W. Keesley 803-275-4601

BOARD CHAIR Bradley D. Covar 803-637-3775

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	18	61	24	2

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Average	N/A
2003	Average	Average	No
2004	Average	Average	Yes

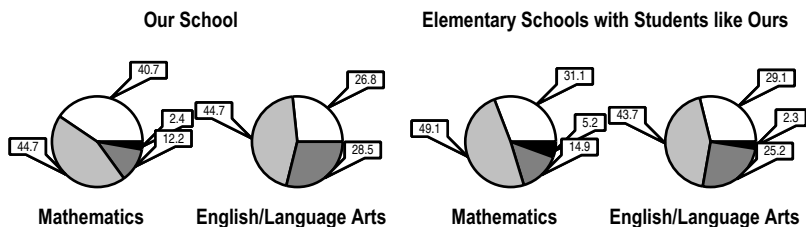
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

71.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	138	99.3	27.5	42.7	26.7	3.1	35.9	Yes	Yes
Gender									
Male	85	98.8	29.1	38.0	27.8	5.1	39.2		
Female	53	100.0	25.0	50.0	25.0	0.0	30.8		
Racial/Ethnic Group									
White	40	97.5	20.0	28.6	48.6	2.9	60.0	I/S	I/S
African-American	95	100.0	30.9	47.9	18.1	3.2	26.6	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	92	100.0	12.6	52.9	34.5	0.0	47.1		
Disabled	46	97.8	56.8	22.7	11.4	9.1	13.6	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	138	99.3	27.5	42.7	26.7	3.1	35.9		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	136	99.3	27.9	42.6	26.4	3.1	35.7		
Socio-Economic Status									
Subsidized meals	109	99.1	29.8	44.2	22.1	3.8	29.8	Yes	Yes
Full-pay meals	29	100.0	18.5	37.0	44.4	0.0	59.3		

Mathematics - State Performance Objective = 15.5%									
All Students	138	99.3	41.2	42.0	11.5	5.3	28.2	Yes	Yes
Gender									
Male	85	98.8	32.9	44.3	15.2	7.6	30.4		
Female	53	100.0	53.8	38.5	5.8	1.9	25.0		
Racial/Ethnic Group									
White	40	97.5	20.0	45.7	22.9	11.4	54.3	I/S	I/S
African-American	95	100.0	48.9	41.5	6.4	3.2	18.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	92	100.0	35.6	46.0	14.9	3.4	34.5		
Disabled	46	97.8	52.3	34.1	4.5	9.1	15.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	138	99.3	41.2	42.0	11.5	5.3	28.2		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	136	99.3	41.1	42.6	10.9	5.4	27.9		
Socio-Economic Status									
Subsidized meals	109	99.1	46.2	41.3	8.7	3.8	23.1	Yes	Yes
Full-pay meals	29	100.0	22.2	44.4	22.2	11.1	48.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	50	98.0	32.6	47.8	19.6	N/A	19.6
	Grade 4	42	100.0	33.3	56.4	10.3	N/A	10.3
	Grade 5	46	100.0	30.8	61.5	7.7	N/A	7.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	32	100.0	12.5	50.0	37.5	N/A	37.5
	Grade 4	50	100.0	22.0	54.0	24.0	N/A	24.0
	Grade 5	56	98.2	40.0	45.5	14.5	N/A	14.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	50	98.0	39.1	47.8	4.3	8.7	13.0
	Grade 4	42	100.0	46.2	43.6	5.1	5.1	10.3
	Grade 5	46	100.0	38.5	51.3	5.1	5.1	10.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	32	100.0	31.3	46.9	21.9	N/A	21.9
	Grade 4	50	100.0	36.0	50.0	12.0	2.0	14.0
	Grade 5	56	98.2	47.3	43.6	3.6	5.5	9.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 243)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	7.1%	Down from 7.6%	3.6%	2.7%
Attendance rate	96.3%	Up from 94.3%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	17.5%		6.5%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	19.0%		5.3%	3.5%
Eligible for gifted and talented	9.9%	Down from 11.5%	6.9%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	17.5%	Down from 21.1%	8.6%	8.2%
Older than usual for grade	9.1%	Down from 10.7%	2.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 25)				
Teachers with advanced degrees	40.0%	Up from 29.6%	47.8%	51.4%
Continuing contract teachers	88.0%	Down from 88.9%	82.6%	87.5%
Highly qualified teachers**	83.3%	N/A	93.5%	95.0%
Teachers with emergency or provisional certificates	0.0%		2.1%	0.0%
Teachers returning from previous year	93.0%	Down from 94.4%	85.1%	86.7%
Teacher attendance rate	95.3%	Up from 93.8%	94.7%	94.9%
Average teacher salary	\$37,921	Up 4.1%	\$40,141	\$40,760
Prof. development days/teacher	8.7 days	Down from 9.1 days	13.3 days	12.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	13.7 to 1	Up from 13.2 to 1	17.5 to 1	18.9 to 1
Prime instructional time	90.6%	Up from 86.7%	89.6%	90.0%
Dollars spent per pupil*	\$9,539	Up 953900.0%	\$6,494	\$6,044
Percent of expenditures for teacher salaries*	63.3%	N/A	64.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.3%	Up from 94.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.9%	92.0%
Highly qualified teachers in high poverty schools**	83.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-2004 school year was very challenging and rewarding for Douglas Elementary. The most significant achievement was our improved Report Card Rating. The students and staff worked very hard and our Report Card reflected the results of their labor. We will continue to be totally committed to providing the best educational experiences possible for our students.

Even though improvements have been made, there is still much work to be done especially with meeting our "adequate yearly progress" required by the United States Department of Education. With your support, progress will be made toward achieving this goal.

The school received three grants during the year. Through the grants, many of our teachers participated in a variety of workshops to improve their management and teaching skills. Funds were available to purchase needed equipment and supplies.

Forty-five percent of our students in grades 1-5 participated in the Homework Center and the S.E.E.D.S. after-school enrichment program.

We express our sincere appreciation to our parents and the community for their support throughout the year.

Sammie L. Williams
Principal

Shamala Collier
School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	21	27	25
Percent satisfied with learning environment	90.5%	92.3%	80.0%
Percent satisfied with social and physical environment	95.0%	96.3%	80.0%
Percent satisfied with home-school relations	42.9%	85.2%	68.0%

*Only students at the highest elementary school grade level at this school and their parents were included.